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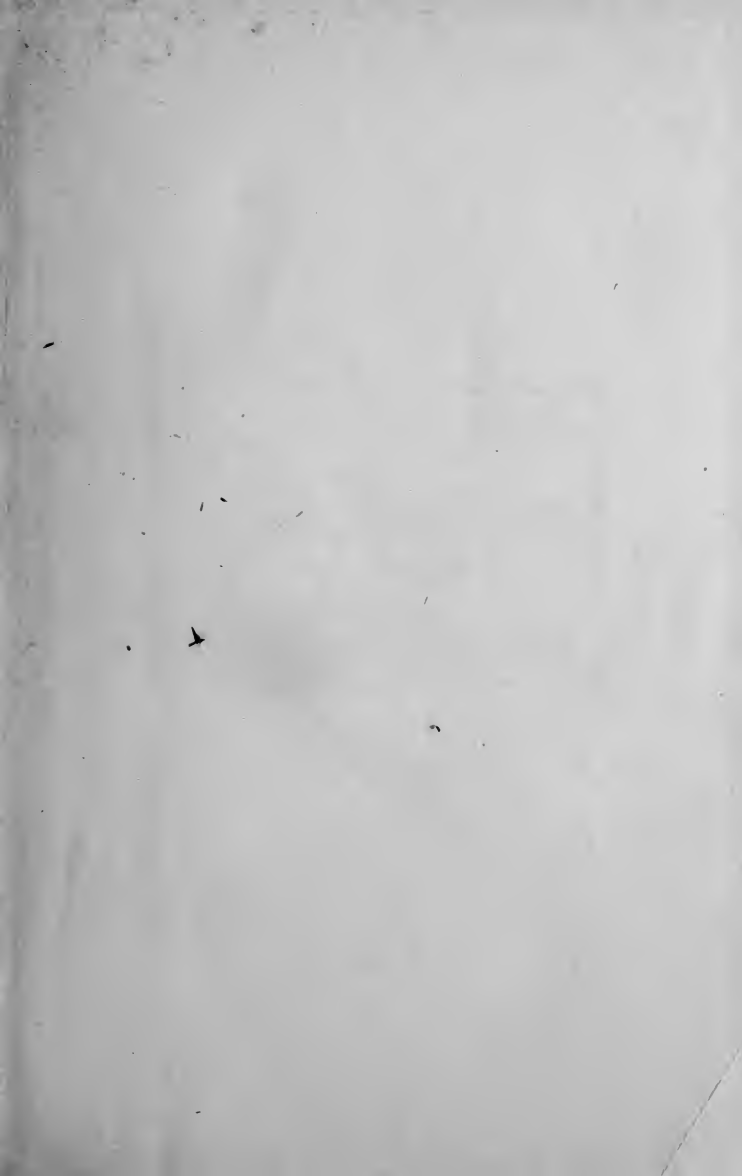
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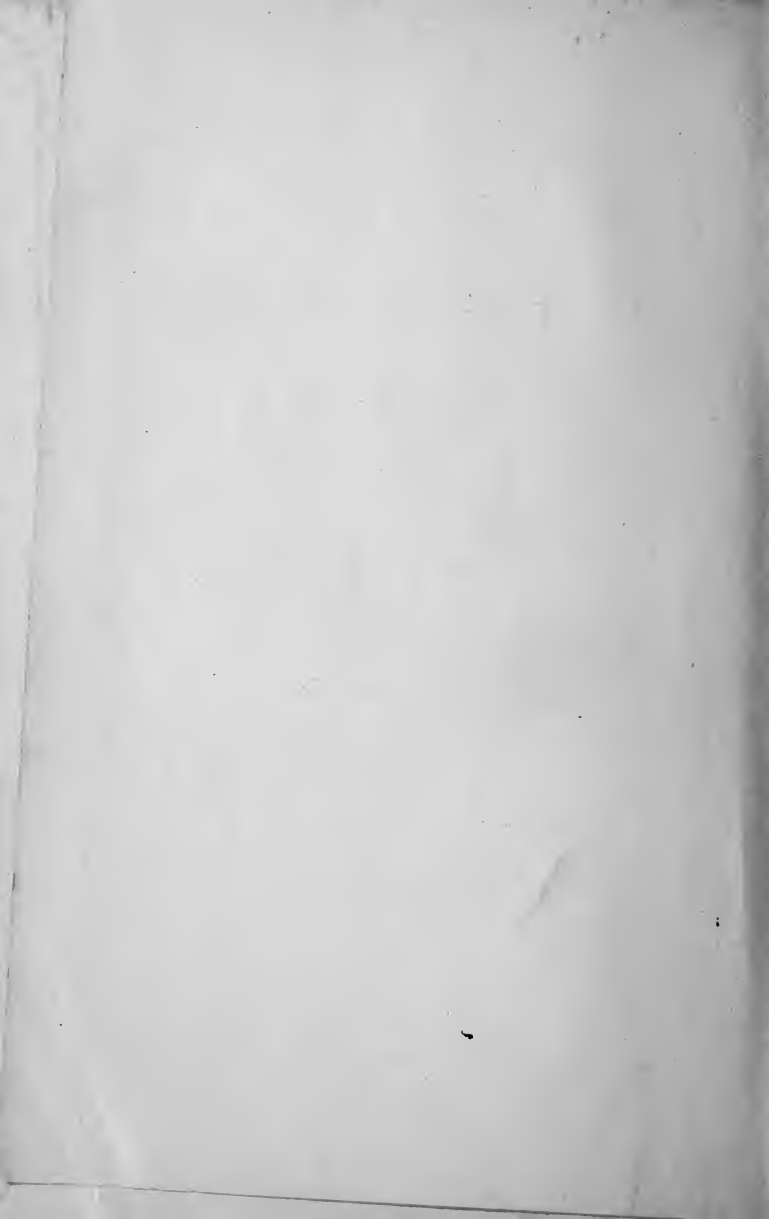
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GRADED INSTRUCTION

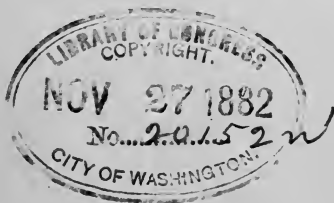
IN ENGLISH.

FOR THE USE OF TEACHERS.

BY ✓

ORVILLE T. BRIGHT,

PRINCIPAL OF DOUGLAS SCHOOL, CHICAGO.



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PREFACE.

THE following course of instruction in English was prepared solely for use in the school of which the author is principal. The solicitation of fellow-workers in Chicago who have watched its success is the reason for publishing it in its present form.

The plan has already many friends, and the number is rapidly increasing as teachers see its practical working in the school-room.

There is no denying the fact that, when judged by results, the usually adopted methods of teaching the correct use of the English language are a sad failure.

This arises partly from faulty methods and partly from the lack of direct and systematic instruction during the first years of school life. Indeed, it is not too much to say that, in the *majority* of our public schools, during the first three or four years' attendance, children receive

no instruction whatever in the use of English excepting that which is incidental to other studies.

These, the most impressible years of life, are especially adapted to this instruction, because of the interest that may be aroused and the permanence of the habits of speech then formed.

So far as the common use of language is concerned, correct habits of speech will never be formed by the study of English grammar.

One of the most common charges brought against the public schools by the journals is that pupils leave the grammar schools without being able to write a respectable letter, and with no knowledge of the most common business forms. Unfortunately, as regards the great majority of schools, the charge is true, and it is just as true that such results are unnecessary.

The teacher who attempts the following plan without understanding the whole scope and intent of it, at least from the beginning of the book to the end of her own grade, and who does not make daily preparation for the lesson to be presented, can have only partial success—or failure. The plan proposed is meant to be suggestive, but the teacher is expected to prepare and arrange her own lessons.

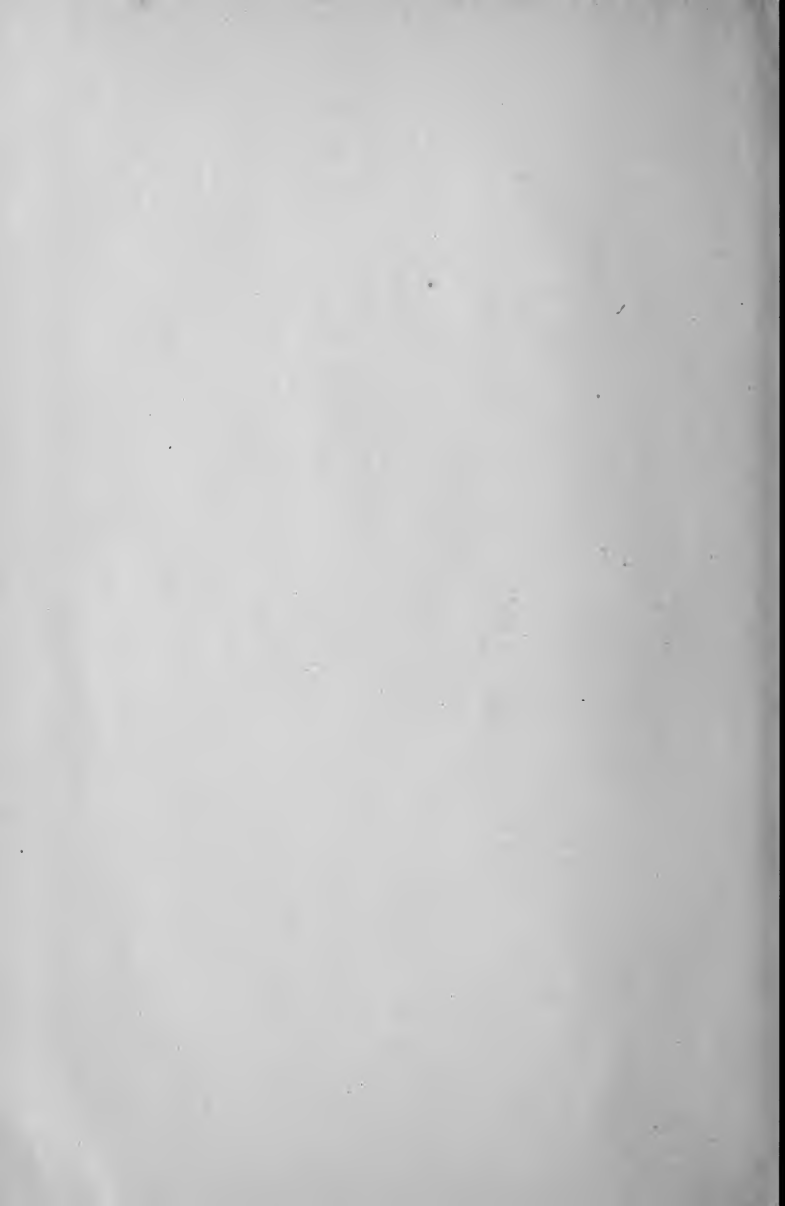
What is wanted with little children is *practice* and not *reasons*. This can not be too strongly

impressed. Hence, in early language-lessons omit the "why" altogether. The frequent repetition of this thought in the succeeding pages, is due to the strength of the author's belief in it, and his wish to impress it upon young teachers.

A large majority of all ungrammatical expressions may be grouped under a limited number of topics. It is believed that these topics may be successfully presented to children in primary grades. This is the special object of this course of study.

The arrangement of every topic presented and every suggestion connected therewith has been thoroughly tested in the school-room.

DOUGLAS SCHOOL, CHICAGO, *September 1, 1882.*



INSTRUCTION IN ENGLISH.

GENERAL REMARKS.

IN giving language-lessons to little children, the prime object should be to lead the children to talk freely about the objects and incidents that come within their observation, and through means of this freedom to lead them to use correct forms of speech. If a thought is correctly expressed in oral language, it will be in written, provided the child can spell correctly. Hence the prime importance of what is so greatly neglected—*teaching children to talk correctly.*

To be sure, there are many outside influences, especially the practices of the home, that will operate against the success of the teacher. But it must be remembered that, while in recitation, the mind of the child is on the alert for impressions, and that the word of the successful teacher is “law and gospel” to the learner. Hence an hour a day spent on this subject by an earnest teacher will largely, if not entirely, overcome the influences referred to.

It will rarely be necessary to give points of instruction out of hand. They may all be drawn from the children by skillful questioning, and nothing pleases the child more than to furnish the correct form of speech. It will be found very rare indeed that any error will be made that none of the children will be able to correct. All that is wanted with little children is the correction, with no attempt at reason therefor.

While any incorrect form of speech in school should be corrected at any time, still, if dependence for learning and habitually using correct language be placed upon these corrections only, failure will be the result as it has been heretofore. The impression one is able to make in the face of all opposing influences will not be a permanent one, unless there be a controlling idea in the mind of the teacher when conducting a language exercise, so that the questions and answers shall be brought to bear upon the particular construction or constructions to be impressed.

By taking up one topic of instruction at a time and in natural order, by constant reiteration in the sentences of the children, of the correct construction wanted, by the correction of errors which will present themselves in these same sentences, and, by means of these corrections, placing in contrast the incorrect and the correct forms of speech, impressions will be made upon the minds of the children that nothing can efface.

By securing the freedom of speech before alluded to, the incorrect expressions used upon the

play-ground and in the homes of the children will be brought before the class for their criticism and correction, and it will not be long ere the same errors will be noted when not made in the school-room.

In all cases of incorrect expressions, be sure that they are heard without repetition by the teacher. This will lead children to criticise each other. Any pupil who makes a correction should do so clearly and distinctly, and, by means of emphasis, bring the incorrect and the correct form into strong contrast. One of the greatest benefits to be derived from the recitation will be gained by giving exact regard to this instruction. For instance, this sentence is heard: "There is three apples on the table." The hands are raised for correction. James said, "There *is* three," etc., for or instead of "There *are* three," etc. After a little practice the correction may be, "He ought to have said," etc., each word being spoken distinctly. At other times the correction may be made as follows: "James ought not to have said," etc. Thus, "had ought" and "hadn't ought" will be banished from the language of the children.

Present one topic at a time, and thoroughly, before taking up another. The order of topics in any grade may of course be varied to suit peculiar circumstances, or as the teacher's judgment may dictate.

Recollect, again, there is to be no technical instruction with little children; no *reasons* for the use of words as employed. Secure correct *use* of

words and sentences by means of correct *practice*. The use of technical terms may be taken up when it is easier to do with than without them.

The plan advocated will appear more fully in the following topics for instruction, which have been divided into eight grades or years, as this term may be taken as the average time required in preparation for high-school studies. This classification may be easily adapted to any graded school.

Again, carefully study any grade through before trying to teach it. Also become familiar with the requirements preceding it. Lastly, make daily and thorough preparation for the lessons.

FIRST YEAR OR GRADE.

1.

The use of "a" and "an."

The teacher first presents objects, and afterward their names, and the children use *a* or *an* as they repeat each name.

Before beginning the exercise, the teacher should have at hand a plentiful supply of selected objects.

Allow the children, one at a time, to pass freely around the room and speak the names of any objects pointed out; or tell them to point to those objects with whose names they can use *a*. Then to those with whose names *an* is used.

Make the exercise rapid, working with pupils both individually and in concert. Be careful to secure distinct and correct pronunciation.

2.

The use of nouns to denote one or more than one object.

Begin by presenting objects, first one and then two or three of the same kind, requiring the children to name them.

Follow this exercise with prepared lists of familiar names, including as many nouns as practicable whose plurals are formed irregularly. The teacher uses the terms "**one**" and "**more than one.**"

In naming these lists, let the teacher first name one, and the children more than one.

Then the teacher names the plural and the children the singular. Then the teacher names one form and the children the opposite, and tell which they give.

Great care must be exercised that each form of every word is clearly enunciated.

From this point, whenever practicable, require the answers of the children to be complete sentences.

3.

Use of correct forms of the verb with singular and with plural nouns.

First use the objects at hand, requiring something to be told or asked about one, and then

about more than one, or *vice versa*. A great variety of objects may be obtained by asking the children to bring their playthings to school, and in these they will be interested. Because they know about them they will talk freely, and this will indicate the first success of the teacher.

The teacher holds to view a book, and secures the sentences :

**The book is old. The book has leaves.
Is the cover of the book clean ?**

By presenting more than one :

The books are old. The books have leaves. Are the covers of the books clean ?

After using objects, take lists of words as before, requiring each to be used in a sentence, and always following the use of one form with that of the other.

Secure the use of two or more nouns with one verb, or of one noun with two or more verbs, thus leading the children to condense their statements in description. Thus :

A book is on the table.

An orange is on the table.

A book and an orange are on the table.

The question,

Who is coming to school to-morrow ?

will secure such sentences as :

Mary, James, and Harry are coming, etc.

What can a bird do ?

A bird can sing.

A bird can fly.

A bird can build a nest.

A bird can sing, fly, and build a nest.

Especial attention will be required in sentences beginning with the expletive "there," when the noun is plural, or when speaking of two or more singular nouns.

There is an apple on the table.

There is a child on the platform.

There are apples on the table.

There are children on the platform.

The following is more difficult, and should not be attempted until great facility has been acquired in what precedes :

There is a book on my desk.

There is an orange on my desk.

There is a pencil on my desk.

There are a book, an orange, and a pencil on my desk.

4.

The use of "this" and "that," and of their plurals.

These words will be used by the children almost from the beginning of the lessons.

Showing a pencil :

What is this ?

That is a pencil.

That pencil is in your hand.

That pencil has been sharpened, etc.

By showing two or three :

Those are pencils, etc.

By requiring the child to hold the pencil or pencils, the use of *this* and *these* may be obtained.

First use with visible objects and then without.

The teacher must bear in mind, in teaching the use of these words, that two objects should be kept in view: the use of the correct word as regards number, and also as regards the position of the object or objects named, with reference to the speaker.

The topics already indicated, taken in connection with the natural timidity of children on entering school, will furnish the basis for instruction for a long time. Too much should not be undertaken during the first few weeks or months. The main object should be to secure freedom of expression on the part of pupils.

Care must be constantly exercised that whatever the children say shall be distinctly enunciated. Almost any amount of time and pains which secures this end will be well spent.

5.

Use of adjectives.

The special object is to facilitate the expression of apparent qualities of common objects, and thus lead slowly to extended description of such objects.

First require complete sentences, each expressing a single quality of the object presented. Then the combination of two or more of these statements or questions into one sentence, being careful about the repetition of *and*. Thus :

That coat is old.

That coat is old and ragged.

That coat is old, ragged, and dirty.

In connection with this topic an excellent practice will be to require reasons for some of the statements made. Thus :

That is an old hat.

How do you know ?

I know that is an old hat because it has holes in it.

I know that is a new pencil because it has not been sharpened, etc.

6.

Use of adverbs.

The errors appear in using adverbs derived from qualifying adjectives, or what are called adverbs of manner.

Secure from the children sentences describing some action of the teacher or of one of the pupils. Thus :

The teacher walks slowly across the floor and asks the question :

What am I doing? You are walking.

How am I walking? You are walking *slow*, will very likely be the answer of every pupil in the school.

The correct answer may be obtained from the pupils, and should be repeated by them in concert. The same word may then be used in describing other actions.

Then this question should be given :

What kind of walking is this?

That is *slow* walking.

How am I walking?

You are walking slowly.

Bring out in the strongest manner possible the contrast between the correct use of the adjective and of the adverb derived from it. After a while such sentences as the following may be secured :

That is slow walking because you are walking slowly.

You were reading nicely because that was nice reading.

Mary is writing well because that is good writing.

Secure from the children as many words as possible describing the same action, and the use of two or three of them in one sentence. As :

James does his work slowly and carefully.

After thorough drill in the use of words describing actions that can be seen by the children, any others may be described, or words may be given for use in sentences, alternating adjectives and adverbs.

It should be borne in mind that the number of adverbs of manner given in this grade must be quite limited, and only those in very common use.

7.

Use of personal pronouns as subjects of verbs.

Secure the use of these words singly, then in combination with nouns, then in combination with each other.

First, great facility should be acquired in using the pronoun with the correct form of the verb, and in changing from one number to the other. Thus, after the child has given the first of each of the following pairs of sentences, secure the other, by simply saying "with more than one."

I have my slate on my desk.

We have our slates on our desks.

I gave the apple to him.

We gave the apples to them.

The boy has lost his knife.

The boys have lost their knives.

The little bird was building its nest.

The little birds were building their nests,
etc.

Second, the use of the noun and pronoun together. Thus :

Who is standing ? I am standing.

Who else is standing ? Mary is standing.

Give the two answers in one sentence.

A variety of answers will very likely be given.

As :

Me and Mary, Mary and me, I and Mary, Mary and I, are standing.

Have the correct answer repeated several times. In like manner secure the use of *he* or *she* with one noun, and then with two or three, in the same sentence.

Third, the use of two or three pronouns in one sentence. Proceeding as before, require the use of the pronouns instead of names, and secure the sentences :

He and I are looking out of the window.

He, she, and I have first readers.

You, he, and I are reciting our lessons,
etc.

The correct use of the grammatical persons will also be secured.

Give especial attention to the use of *was* with pronouns requiring *were*.

Nobody says *we is*, *you is*, or *they is*; but *we was*, *you was*, and *they was* are exceedingly common, especially *you was*.

The thorough handling of this topic will require great skill and patience, especially with children of foreign parentage.

8.

Spelling.

The question will arise as to the spelling of the words used. This should be acquired as rapidly as practicable. Of course, little or nothing can be accomplished in this regard at first, except in copying words or sentences as the children learn to write; but after a few months, or during the last half of the grade, the words used by the children should be spelled both orally and by writing in sentences.

9.

Thorough drill upon the use and orthography of the following words.

be bee

dear deer

eye I

hear here

hour our
 know no
 knows nose
 knot not
 meat meet
 right write
 read red

son sun
 their there
 to too two
 wood would
 which whose
 wrote ought

10.

Teach the children to avoid the use of *real* instead of *very*. Real is never an adverb.

Of *have got* and *has got* to denote possession.

Of *ain't* and *wa'n't*.

Of *don't* with a subject in third, singular.

Don't is a contraction of do not. "He don't" is no more proper than "He do not."

Teach proper use of *bring*, *fetch*, and *carry*.

Teach proper use of *ought* in questions, in order to avoid the use of the auxiliary. The corrections alluded to in General Remarks will accomplish this purpose in statements. These two forms of questions should be required :

Ought Harry to leave his hat on the floor ?

Ought they not to walk quietly into the room ?

11.

Stories and descriptions.

Oral repetition of little stories that the children may read at sight in the school-room, or that they may hear read by the teacher or by one of themselves ; or of stories and incidents that have come to the children's knowledge outside of

school. Also oral description of objects in the school-room that may be presented to the children, and of their playthings or home pets. Encourage them to bring their playthings to school and give their history to their school-mates.

In short, adopt any and all means that will make the children feel at home in the school-room, love their school, and that will induce them to talk freely. Thus will be secured freedom not only in the expression of ideas, but also in correct expression.

12.

Copying lessons from the reader or from the blackboard.

Children in the First Grade can not *study*. They want something *to do*. Hence, when they are not reciting, they should be at work with their slates, and a large share of their time may be spent to great advantage in copying, provided they copy accurately. By this means they will, to some extent, learn the use of capitals, of punctuation-marks, and how to arrange sentences and paragraphs.

13.

Correction of ungrammatical expressions heard outside of the school-room.

Of course, the sentences which they will present will be confined to a very few classes of errors, but the exercise will encourage a spirit of criticism, and also a care in talking when not under the immediate influence of the teacher.

A pupil may present a wrongly constructed sentence that he has heard and follow with the correction, or he may present the sentence for others to correct.

Never present written nor printed sentences containing false syntax or incorrect orthography to children.

14.

Abbreviations.

Meaning and use of : Mr., Mrs., Dr. (doctor), St. (street), Av. (avenue).

15.

Written exercises.

The foregoing comprise the topics of the grade for oral exercises. Having a good basis on which to build, the written work will be rapidly accomplished. This will consist in writing sentences similar to those already used, with correct use of period and interrogation-mark, capitals to begin sentences and proper names, and the word I. Each pupil should be able to write his own name, residence, the name of the school, of his teacher, and of the principal.

All writing of sentences should be neatly done. Whenever practicable, any sentences written in a careless or slovenly manner should be copied before they are inspected by the teacher.

The writing of sentences except from copy should not be undertaken during the first two thirds or three fourths of the grade. Writing is not to be expected in Topic 11.

The work indicated will demand *time* each day. A daily exercise of ten, fifteen, or twenty minutes for sixty or seventy pupils will not answer. From forty-five to sixty minutes, divided into such exercises as will best suit the teacher's purpose, may be very profitably devoted to this subject, and that without detriment to any other ; provided, of course, that the pupils are so classified that the same lesson may be given to all in the same room, and that they attend two sessions of school each day.

SECOND YEAR OR GRADE.

1.

Brief review of First Grade topics.

This will be necessary only when the grade work begins with the school year.

In reviewing "**this**" and "**that**," give thorough drill upon the use of these words with "**sort**" and "**kind**." By asking for the use of these words in sentences, the following answers will be obtained:

Shall I buy these kind of pencils ?

I do not like those sort of apples.

Even "**them kind**" is not infrequently heard.

In this connection present such subjects as the following, and require the children to complete the sentences :

One of those boys—

Each of these books—

Every one of the girls—
Not one of us—
Neither of the horses—
Either of my kittens—, etc.

The use of the plural noun in the phrase leads to the wrong use of the plural form of the verb and pronoun.

A list of such subjects may remain upon the blackboard for daily use for a few weeks.

This topic may be given later in the grade if the teacher prefers, and it should be carefully followed up in Third and Fourth Grades.

2.

The use of the different forms of irregular verbs.

No part of the English language is more fruitful in errors than the irregular verbs, and no exercise in language can be made more interesting to children than learning their correct use, which to very many of them will be something entirely new.

Such verbs should be chosen for the first lessons as may present actions for the children to see during the recitation.

The following lesson will be suggestive to the teacher. Take the verb *break* for the first lesson.

The teacher holds to view a stick of convenient length.

If I want to make two pieces of this stick, what shall I do? Break it.

Require this and all other answers to be complete sentences. Let the sentence be repeated sev-

eral times, and *break* be spelled singly and in concert.

The teacher breaks the stick.

What did I do? Broke it.

Tell me so. You broke the stick.

Spelling as before.

The teacher holds the two pieces to view.

What have I done with this stick?

Broke it.

Tell me so. You have broke that stick.

That does not sound right.

Hands will be raised for correction, and the right word will be given in the sentence.

All repeat the sentence together, spelling as before.

The pupils repeat *break, broke, broken*, very distinctly after the teacher, and spell the words again.

Then obtain a variety of answers to each of these or similar questions.

How many ever broke anything, and when?

How many have ever broken anything?

What had I done to this stick when I showed two pieces? and other questions, securing the answers *has broken, is broken, was broken*, etc., each in a complete sentence.

The teacher may now call rapidly for each form in sentences given by the children, all being ready to correct errors, which will be numerous.

This will be sufficient for a half-hour's lesson.

Present other words in similar manner, each

day reviewing words previously given, until all the verbs in the list can be used with precision. Require every form of every verb to be spelled when given, so long as there is any doubt about its being spelled correctly.

This will, of course, occupy a long time, as one new verb each day is certainly all that any teacher should undertake. To furnish variety, the topics of the First Grade are at hand. Of this more will be said farther on.

Topic 6, in First Grade, may be greatly extended in this connection by simply asking "how?" when the sentences are given. As :

Use some form of *eat* with yesterday.

I ate my dinner yesterday.

How?

I ate my dinner slowly yesterday.

Any special words called for in the sentence should be spelled.

By requiring a different adverb with each succeeding verb given in a recitation, or many different adverbs with the same verb, the vocabulary of the children will be extended and their facility of expression greatly increased.

As the children get used to the recitation and to the requirements of the teacher, the questions may be very brief, simply to suggest the idea to the child.

Suppose a portion of the recitation to be upon the verb "to sit." The following suggestions from the teacher will secure complete sentences from the children.

Use a different word to tell how with each sentence. Use some form of "sit" with yesterday—to-morrow—have—is—was—will be—last night—next week—had—has—had been, etc.

Thus a great variety of answers will be secured, together with almost absolute correctness in the use of the verb.

When we consider the comparatively small number of the irregular verbs, and also the fact that they are used many times more than all others combined, the importance of thoroughness in this topic can not be overestimated.

Appended is a list of verbs to be presented. The teacher will choose the verbs as she wishes to present them :

| | | | | |
|--------|--------|--------------|--------|-------|
| break | do | hang | ride | sing |
| bite | drive | hide | rise | sleep |
| bring | eat | hold | run | speak |
| begin | fly | hurt | ring | slide |
| blow | forget | hear | stand | steal |
| buy | feed | keep | shake | take |
| come | freeze | know | see | tear |
| catch | fall | leave | strike | think |
| choose | find | lose | say | throw |
| cut | give | lie(recline) | sit | teach |
| drink | go | make | sell | write |
| draw | grow | read | send | wear. |

The above list will require long and patient drill, extending over many weeks.

3.

Use of the nominative forms of the personal pronouns after "is" and "was."

A child stands, and the teacher asks :

Who is standing ?

I am standing. (Require *I* to be emphasized.)

Who is it that is standing ?

It is me that is standing, will undoubtedly be the answer.

By repeating the first question, the correct answer will be obtained without much difficulty ; and each correct sentence should be repeated many times to accustom the children to the strange combination of words.

The following sentences will be obtained by tact and skillful questioning in regard to actions observed by the pupils :

It is I that am standing.

It was he that opened the door.

It is he and I that are lifting the chair.

It was she that was walking.

It is we that are reciting.

It is he, she, and I that are looking out of the window.

It was they who were whispering.

It is you who are hearing our lesson.

It was you who were writing on the board, etc.

The questions should be so varied as to secure the use of the required words both in questions

and in statements. The answers should be given either with or without the relative clause.

4.

Use of the objective forms of personal pronouns after transitive verbs and prepositions.

The errors occur only when the pronoun is used in combination with a noun or with another pronoun.

No child would say, **The teacher told I to go**; but nearly every one would say, **The teacher told Mary and I to go**.

Even among teachers, not one in ten uses pronouns correctly when the objective form is required in combination with other objects. Such sentences as these are the rule :

The letter was sent to James and I.

Can you not teach him and I to do it?

And with children even these :

You didn't tell it to he and I.

I told he and she to go.

To secure the desired result will be found very difficult, and it can be done only by means of great practice.

The plan of proceeding will be suggested by Topic 7 in First Grade, and need not be detailed at length. One suggestion will be sufficient.

To whom am I speaking?

You are speaking to me.

To whom am I speaking *now*?

You are speaking to Bessie.

Give me both answers together.

After getting the correct answer, require the

sentence to be given without using the word "Bessie," and thus secure,

You are speaking to her and me.

5.

Formation of the possessive singular.

The almost inevitable use of the noun in the possessive singular, in the sentences of the children, renders it necessary that they should early learn to write it correctly.

Without giving any rule, call for the spelling of such expressions as, John's hat, the boy's book, etc., depending simply on the practice to produce the result. Then require the same expressions to be written on the slates, and used in sentences.

Use only singular nouns in connection with the names of the objects possessed.

6.

Use and orthography of the following words in addition to a thorough review of those in Topic 9 of First Grade.

| | |
|---------------|-----------------|
| aunt ant | knew new |
| ate eight | lain lane |
| bare bear | lead led |
| blew blue | made maid |
| brake break | pair pare pear |
| buy by | pail pale |
| coarse course | pain pane |
| fore four | pray prey |
| flour flower | ring wring |
| grate great | road rode rowed |

| | | | |
|-------|-------|-------|---------|
| rose | rows | steal | steel |
| sail | sale | tail | tale |
| sea | see | threw | through |
| sent | cent | whole | hole |
| some | sum | won | one |
| stair | stare | ware | wear |

The use of these words, together with those in First Grade, should form a part of the exercises throughout the entire time in the grade. Children will be specially interested in discriminating in their use, and a variety of interesting ways to present them will occur to any intelligent teacher. Two or three only will be suggested.

a. Each word may be printed or written upon a card or slip of paper so plainly as to be seen by all the pupils in the room. Then, as the teacher presents a card, each child in turn forms a sentence containing the word seen. The teacher can thus remain quiet and the children do the talking.

b. The teacher may present a card, and the pupil use and spell the other word having the same sound.

c. The teacher may speak a word, and the pupil use, in one sentence, all words having the same sound, and then spell the words in order of use.

These exercises, if rightly presented, always arouse genuine enthusiasm among pupils.

7.

Use of adjectives in the comparative and superlative degrees.

Two sticks of unequal length are given to two children who stand before the class.

Who can see any difference in the sticks?
One is longer than the other.

Which stick has James?

James has the longest stick, will be the answer. By repeating the former question and securing emphasis upon the word *longer*, the correct answer, **James has the longer stick**, will be obtained.

Follow this with the opposite quality.

Then present three or more sticks, and the children will soon see the distinction in the uses of *longer* and *longest*.

Two pupils of unequal height will secure the use of taller and shorter, heavier and lighter, etc.

Two books will secure the words, longer and shorter, wider and narrower, thicker and thinner, cleaner and dirtier, etc.

The attention of children is easily held in this exercise, as they must in every case observe the objects in order to speak of their qualities.

8.

Pronunciation of words.

The children should be able to tell readily the number of syllables in a word, and they should know the meaning of the teacher when she says a certain syllable is accented. Aside from practice in reading and in other lessons, prepared lists of words should be at hand, so that at least one exercise a day may be had in pronunciation.

The list of words for one day's exercise should not contain more than five. They should be so

placed as to be easily seen by all. An exercise may be conducted as follows :

The teacher pronounces each word very distinctly, and the pupils repeat it after her, in concert, two or three times through the list. Then the pupils may pronounce them without the aid of the teacher. Then they may be pronounced by individual pupils, and used in sentences. Lastly, a few preceding lessons may be pronounced by the class in concert.

The whole exercise need not exceed five minutes.

Five words each day will make one hundred in a month. All the words in this grade about which there is any difficulty in pronunciation will not exceed two or three hundred, so that the practice on them during the year may be almost unlimited.

See Note B, at the end of the book.

9.

In addition to Topic 10 of First Grade, teach the children to avoid the use of the following :

Learn for *teach*,

Don't for *doesn't*,

As lives for *as lief*,

Good ways or *long ways* for *long way*,

Off of, *off from*, or *onto*.

Proper use of *shall* instead of *will* in such questions as :

Will I bring my slate when the work is done ?

Will we go home at three o'clock.

Use of *may* instead of *can* in asking permission,
as :

My head aches ; *can* I go home ?

***Can* we bring our dolls to school to-mor-
row ?**

10

In addition to what is required in Topic 15 in First Grade, the children should be able to write the situation of the school, the names of the streets in the vicinity, any given date, as July 15, 1880, the names of days and months and their abbreviations, and such contractions and abbreviations as occur in the reader.

11.

Capitals and punctuation.

The use of capitals extended from First Grade only to include names of days and months.

In punctuation, add the use of the comma in a series of words, and to follow a name denoting address.

The sentences required in writing will involve points of instruction presented in this and the preceding grade.

The work of the First Grade may be all thoroughly reviewed and kept fresh in the minds of the children by constantly combining in the sentences required different points of First Grade topics. In fact, this sort of review should be kept up all through the course, and it may be, without at all impairing the force of the instruction in hand.

12.

Same as Topic 13 of First Grade.

13.

Sight Reading.

In order to promote connected expression of thought, extend Topic 11 of First Grade, adding oral description of pictures. If facilities for the intelligent teaching of reading are ever furnished, means will be at hand to greatly aid in developing this topic. But earnest teachers will invent means. Suppose an exercise in sight reading. Let each pupil face his classmates, read a portion of some interesting story or description, then close the book and give an outline of what he has read, or of the story from the beginning. The intelligence and clearness in expression of children who have been well trained in such exercises would be a revelation to the ordinary hum-drum teacher. Such exercises are impossible with reading books which the children know by heart.

These exercises in sight reading should occur as often as once each week; twice will be better. The children will then have sufficient time to become heartily sick of their text-book in reading. Every sight exercise in reading should, to some extent, be a language lesson.

The value of this sort of training, in leading to topic recitation, is very great.

See Note E, at the end of the book.

14.

Abbreviations.

Meaning and use of ct., cts., doz., and those in First Grade. Also abbreviations of the names of days and months.

15.

Written exercises.

The written exercises should be mainly in the construction of such sentences as are called for by the different topics.

The following points may be suggestive to those new to the work :

a. One or more of the requirements in First Grade topics may be combined with one in this grade.

b. Two parts of the same verb may be asked for in one sentence. As :

The cat is lying where she lay last night.

c. One part of one verb and another of a different verb in one sentence. As :

Use "sat" and "had begun" in one sentence.

d. A certain form of a verb with two words telling how.

e. Sentences containing special words may be constructed by the pupil or written from dictation.

f. Sentences like the following may be written upon the board and the pupils required to re-write them, using more than one throughout :

The man that is riding in that buggy has a horse that has a lame foot.

g. Sentences may be written upon the board containing blanks which are to be filled with adverbs, or with certain forms of verbs. The children copy them, filling the blanks.

h. Very short, simple stories may be written upon the board, and, after the children have read them two or three times, they may write them on their slates, the stories on the board having been erased.

i. Very simple stories may be read to the children by one of their own number, and then reproduced upon their slates. Some of these reproductions should always be read.

These, and other plans which will occur to the teacher, will furnish work of sufficient difficulty for written exercises.

Care should be taken that the questions are plainly stated, and sufficient time given that all writing may be very neatly and carefully done.

The time given to English in this grade should be about one hour a day, under the same conditions as mentioned for First Grade. Since the children, if properly taught, can write readily on entering the grade, the time should be about equally divided between oral and written exercises, and each given every day.

THIRD YEAR OR GRADE.

1.

Use of the following terms without definitions: Noun—common, proper, singular, plural, and possessive.

It is easier to use them than not, and, after a little explanation, the children will soon become familiar with, and use them correctly. It is not necessary to make any parade about the matter, but use the terms as occasion requires.

2.

Rapidly review Topics 1 and 2 of Second Grade, and add the use of the following verbs:

| | | | |
|---------|-------|--------|--------|
| beat | hit | shoe | strive |
| bind | kneel | shoot | swear |
| bleed | lay | show | swim |
| build | lead | shrink | swing |
| burst | lend | sink | tell |
| dig | meet | slay | weep |
| feel | pay | spring | wet |
| fight | send | stay | win |
| forsake | set | stick | wind |
| grind | shine | string | wring |

Teach the orthography of each form of the verbs.

3.

Use of adjectives after the verbs look, seem, appear, feel, taste, and smell.

The country looks beautiful—not beautifully.

The apple tastes delicious — not deliciously.

The rose smells sweet—not sweetly.

I feel bad this morning—not badly (if *bad* can be used for *ill*).

The correctness of the teacher's instruction in this topic will very likely be questioned by parents, and the inevitable question is, "Doesn't pleasantly tell *how* it looks?"

By a judicious selection of other adjectives, the expressions indicated may easily be shown to be correct.

Nobody would question the following :

The grass looks green—withered—dry, etc.

You look sick—pale—troubled, etc.

The fruit tastes sour—rotten—ripe, etc.

4.

Use of the different forms of "who" in questions.

Who did you see? Who did you go with? and similar expressions, are used fifty times oftener than the correct ones.

Make the practice as great as possible until the difference in the use of *who* and of *whom* is thoroughly understood. By making such statements as the following, and by permitting the children to make to each other similar statements, the desired sentences will be readily secured.

I met somebody on the street.

Whom did you meet?

I gave the apple to somebody.

To whom did you give it ?

They came with somebody.

Henry struck somebody.

Mary received a present from somebody,
etc.

Then ask for the use of *who* or *whom* in questions, oral and written.

Then the children may give incorrect sentences for correction.

5.

Use of "who" to refer to persons, of "which" to refer to irrational animals and things without life, and of "that" to refer to any of the three.

As in the preceding topic, obtain the required sentences by means of questions or statements.

Shall I say, The man which went away has returned ?

The man who went away, or, that went away, has returned.

The dog whom I saw is lame ?

The dog which I saw, or, that I saw, is lame.

The horse who is at the door ?

The horse which is at the door, or, that is at the door, etc.

The answers as given above will show that either of two words may be used for each antecedent.

6.

Distinction between vowels and consonants.

As preparatory to the use of the dictionary, the children should be able to tell which letters are vowels and which consonants, omitting words containing *w* and *y*. They should be able to give the long and the short sounds of vowels, and to distinguish these sounds when pronounced in words.

They should be taught to tell quickly the number of syllables in a word, which syllable is accented, and to change the accent from one syllable to another at the direction of the teacher.

7.

Use and orthography of the following words, together with a thorough review of similar words in preceding grades.

| | | | |
|-------|--------|----------|------------|
| ail | ale | him | hymn |
| aught | ought | idle | idol |
| bald | bawled | leaf | lief |
| ball | bawl | need | knead |
| berry | bury | pain | pane |
| bough | bow | peace | piece |
| choir | quire | praise | prays |
| fair | fare | presence | presents |
| forth | fourth | pride | pried |
| gait | gate | pries | prize |
| groan | grown | prince | prints |
| hall | haul | rain | rein reign |
| hair | hare | rap | wrap |
| heal | heel | seen | scene |

| | | | | |
|--------|--------|------|-------|---------|
| scent | sent | cent | told | tolled |
| sees | seize | seas | wade | weighed |
| sense | cents | | wait | weight |
| sell | cell | | way | weigh |
| stake | steak | | weak | week |
| throne | thrown | | wrote | rote |

Use the same devices suggested in Second Grade, and others which will suggest themselves.

8.

Same as Topic 8 of Second Grade, together with occasional application of Topic 6 of this Grade.

This sort of exercise should be given every day throughout the grade work.

See Note B.

9.

Teach the children to avoid the use of :

Don't for *doesn't*.

Like for *as*. **You do your work *like* I do mine.**

Funny for *queer* or *strange*. **That is a *funny* looking house.**

Cute, and the double abomination, *real cute*. *Cute* is an abbreviation of *acute*.

Some for *somewhat*. **My father is *some* better than he was yesterday.**

Less for *fewer*. **Henry has made *less* mistakes than Howard.**

Banister for *balustrade*. See definition.

Cupalo for *cupola*.

Review similar topics in preceding grades.

10.

Rule for the possessive singular and plural of nouns, and application of the same.

Teach the rule in three parts, as follows :

The possessive of singular nouns is formed by adding the *apostrophe* and *s*.

The possessive of plural nouns ending in *s* is formed by adding the *apostrophe*.

The possessive of plural nouns not ending in *s* is formed by adding the *apostrophe* and *s*.

The learning of the rule will amount to nothing without great practice in its application. It can be very fairly understood and applied by children usually found in Third Grade.

The use should be limited to a single possessive in one sentence.

11.

Same as Topic 13 of First Grade.

12.

Abbreviations.

Capt., Col., Gen., Esq., M. (noon), P. M. (afternoon), A. M. (before noon), Rev., P. S. (post-script), P. O.

The names of such denominate numbers as occur in the grade.

Be sure that pupils can *use* these abbreviations.

13.

Oral and written repetition of stories, incidents, and descriptions heard or read, and description of pictures.

The written productions should be very brief at first. However well the children may produce or reproduce orally, the first efforts in written composition will be very disappointing to the teacher; but the thorough oral training that they have had, together with the correct forming of single written sentences, will enable them to make rapid progress in extended composition.

This part of the Third Grade work should be begun at once, and continued throughout the grade. Written exercises, as indicated in this and in the following topic, should occur certainly twice, and, if possible, three times, each week, as it is only by means of careful and continued practice that the desired results can be secured.

The plans suggested in Topic 15, Second Grade (*h* and *i*), should be extended as the age of the children will bear. The stories and incidents may be read one day and reproduced the next.

The written description of a picture may follow an oral description given the day before.

For the greater part this work will, of necessity, be done with slate and pencil, and it can receive only the general attention of the teacher. While they are writing she should pass around among the children, directing, commending, and criticising.

When finished, several of the compositions should be read by the pupils.

Once each week the exercise may be written upon paper, and the errors marked by the teacher. These exercises, when returned, should be re-written, and the errors noted and avoided. In selecting those to be read to the school, care should be exercised, so that the poor writers may not feel discouraged.

14.

Letter-writing.

This subject may be, and should be, taught to children at a very early age. Begin it in this grade, but do not overdo the matter. A little child's letter is, of course, a very simple affair; but it may be correct in form, and the sentences correctly arranged.

As an incentive, allow each to send the first creditable letter to father or mother through the mail, with some commendation of the teacher.

The time devoted to English in this grade will depend, of course, somewhat upon the course of study, but it should not be less than forty-five minutes each day for an entire division of pupils.

FOURTH YEAR OR GRADE.

1.

Use of the terms verb, pronoun, present, past, future, and perfect, as applied to verbs.

It should be understood that *perfect* has reference to the use of *have*, *has*, or *had* with the verb.

As in Third Grade, none of the terms are to be defined. Their use will soon become familiar to the children, and out of this use the definitions will come naturally.

2.

A limited use of quotation-marks, omitting divided or broken quotations.

This will necessitate the further use of the comma.

Add the use of the exclamation point.

3.

Rules for the use of capital letters.

From the practice already attained the children will make rules for most cases.

In this, as in other branches, rules should follow and grow out of practice.

4.

Rules for forming the plural of nouns.

The regular plural of nouns is formed by adding *s* or *es*.

Give special rule for nouns ending in *y*.

Practice upon forming the plurals of lists of nouns ending in *o* and in *f* or *fe*.

It is safe to say that nouns ending in *o* preceded by a vowel form the plural by adding *s*; but no rule applies to the other nouns ending in *o*, nor to those ending in *f* and *fe*.

Practice also in forming the possessive singular and plural of these nouns, and using the same in sentences.

5.

Review of topics in Second and Third Grades.

• Briefly review Topics 1, 2, 3, 4, and 7 of Second Grade, and Topics 2, 3, 4, and 5 of Third Grade. Extend Topic 6 to include *w* and *y*. Give thorough review and practice in Topic 10, and extend the possessive to include names of business firms.

6.

Same as Topic 8 of Third Grade, adding the use of the dictionary.

The children should be able to find words quickly, and to determine their correct pronunciation as readily as their orthography and definitions. To this end there should be general exercises in finding words, and explanations from the teacher and pupils as to determining pronunciation. The marks denoting the long and the short sounds of the vowels should be learned, together with the marks for Italian and broad *a*. Reference to the bottom of the page will answer for the other diacritical marks, as it does with grown people.

Quickness in finding words should be cultivated and commended.

As in previous grades, a special exercise in pronunciation should be given daily—even if only for two or three minutes.

See Note B.

7.

Use and orthography of the following words in addition to review of similar topics in all preceding grades.

air heir
aisle isle
altar alter
all awl
aloud allowed
beau bow
bell belle
been bin
better bettor
bread bred
dense dents
dew due
false faults
fir fur
flea flee
grater greater
heard herd
higher hire
leaf lief

lie lye
might mite
oar ore o'er
passed past
quarts quartz
read reed
scull skull
sew so sew
seam seem
shone shown
side sighed
sighs size
slay sleigh
sole soul
tacks tax
toe tow
vain vane vein
vale veil vail
waist waste

8.

Composition and letter-writing.

The suggestions given in Second and Third Grades should be followed, and the practice extended.

Compositions of some kind, or letters, should be written as often as twice each week—once upon slates and once upon paper, the latter to be examined and corrected by the teacher.

Topic recitation may be introduced into this grade with great success in connection with Geography. An occasional composition upon a topic which has been recited and well discussed will form a pleasant exercise. Descriptions of imaginary journeys may be given in writing after oral exercises.

Letters may be written from cities or countries which have formed the subjects of recitations, etc.

At the end of the Fourth Grade, pupils should be able to write with perfect neatness and with approximate correctness any simple narrative or description in well-arranged sentences and paragraphs.

They should also be able to write and direct a letter, correct in form and commendable in matter. So far as these two points are concerned, pupils on entering the Fifth Grade should present more creditable productions than do the average graduates of Grammar schools.

9.

The use of the terms subject and predicate in very simple sentences, and division of sentences into the same.

The lame horse—walks slowly.

An old man—is sitting on the piazza.

Declarative or interrogative sentences not more difficult than the foregoing.

The terms suggested are not to be defined, but understood in use.

10.

Teach the correct plurals of such words as *pailful*, *spoonful*, etc.

The use of *in* and *into* with verbs indicating motion. **He walked *into* the room, and then walked *in* the room.**

The avoidance of *plenty* for *plentiful*. **Apples are not very *plenty* this year.**

Of *but what* for *but that*. **I don't know but *what* I may leave school.**

Of *expect* for *suppose* or *suspect*. **I *expect* that my brother has left the city.** (Expect a past event.)

Of *anybody else's* for *anybody's else*.

The noun, and not the adjective, is in the possessive case.

Of *stopping* for *staying*. **Our friends have been *stopping* at the hotel for a week.**

Quantity for *number*. **Great *quantities* of cattle are raised in Texas.**

Practice upon the correct position of *only* in

sentences. This word is oftener misplaced than any other in the language.

12.

Abbreviations.

Names of states and points of compass.

U. S., U. S. A., D. C., A. D., Amt., Ald., Mt., R. R., Dr. (debtor), etc., &c.

Names of denominate numbers.

Grammatical terms as they occur.

Similar topics in preceding grades.

13.

Same as Topic 13 of First Grade.

14.

An examination in this grade may include any topic previously given. This is true of any grade examination.

FIFTH YEAR OR GRADE.

Although definitions and rules will form an important part of the study of language from the beginning of this grade, they should, as far as possible, be made incidental to the study; that is, they should grow out of the children's practice. In case definitions are to be learned, it should be after they have been explained by the teacher and their application shown, in order that they may not be to the child a meaningless jargon of words.

For instance, a frequent definition for common noun is : A common noun is a name which may be applied to each individual of a class of objects.

Unless such a definition is "torn to shreds" by the questions of the teacher, not one pupil in ten will understand it when it is learned. If it is not understood, it is better not learned at all. Of all the children who learn to rattle off the foregoing definition, how many can define the words *applied*, *individual*, and *class*, as used in it, and illustrate by means of objects ? If this can not be done, the work of the teacher is not a success.

Let the following definitions be intelligently taught.

1.

Definitions of subject and predicate.

Distinction between general or modified, and simple or unmodified, subject and predicate.

2.

Analysis of sentences within the following limits :

The sentences to be simple, declarative, or interrogative, with no transposition from the natural order in the arrangement of elements.

The analysis shall consist of classifying the sentence, naming the general and the simple subject, and the general and the simple predicate.

3.

Definitions of noun, common and proper noun, person, number, and gender, and of each class of the last three.

Without definition of case the pupils should construct sentences containing nouns in the nominative, the possessive, or the objective case, and explain the use of the same. They should also determine the case of nouns in any plain sentence given them. The nouns in the nominative case should be confined to the subjects of finite verbs, in the possessive case they should exclude apposition, and in the objective they should very closely follow the governing word.

No rules should be required, and the application of this topic should be within the limits of the sentences analyzed.

4.

The adjective.

Definition but no classification of adjectives, nor definition of comparison.

Comparison should be practiced, and its application shown to Topic 7 of Second Grade. Then the rule for the use of the comparative and superlative will follow naturally.

Only those constructions should be given or required in which the adjectives precede the nouns to which they belong.

Confine the application of the topic to the class of sentences analyzed.

5.

The verb.

Definition, principal parts, and classification into regular and irregular, transitive and intransitive, avoiding verbs in passive voice. Definitions of terms used in classification.

Confine the verbs given in sentences for parsing to the indicative mode, then each of the six tenses should be designated but not defined.

Agreement of the verb with its subject in person and number, and the reasons for correction of such false syntax as violates this principle of grammar.

6.

The preposition.

Without definition, name the more common prepositions as they occur in sentences analyzed, and tell the relation shown by them.

7.

The pronoun.

Definition and declension of personal pronouns. Parsing within the limits of the parsing of nouns.

Exclude definition of declension and the word "*thou*."

8.

Use of dictionary, and pronunciation of lists of words as in previous grades.

Use of the terms *root*, *prefix*, and *suffix*, as they may be applied to words having English roots only.

As in the word dishonestly. What is the root? The prefix? The suffix?

Practice in forming words from English roots, with explanation of the manner in which it is accomplished. Definitions of these words.

9.

In addition to review of similar words in preceding grades, present the following.

| | | | |
|------------|------------|---------|---------|
| assistance | assistants | gamble | gambol |
| attendance | attendants | gap | gape |
| base | bass | grease | Greece |
| beach | beech | grocer | grosser |
| board | bored | guessed | guest |
| brews | bruise | hew | hue |
| brows | browse | hoard | horde |
| cellar | seller | hoes | hose |
| chance | chants | hoop | whoop |
| chews | choose | in | inn |
| colonel | kernel | lessen | lesson |
| core | corps | levee | levy |
| creak | creek | links | lynx |
| cue | queue | loan | lone |
| currant | current | mail | male |
| dam | damn | miner | minor |
| dependence | dependents | mussed | must |
| earn | urn | nay | neigh |
| e'er | ere | night | knight |
| ewe | yew | paced | paste |
| fellow | felloe | pedal | peddle |
| fisher | fissure | plain | plane |
| flew | flue | pore | pour |

| | | | |
|-----------|-----------|-------|--------|
| residence | residents | soled | sold |
| right | rite | write | wright |
| | | tense | tents |
| roar | rower | tide | tied |
| soar | sore | sower | sewer |

10.

Composition-writing as in Fourth Grade.

In addition to writing in school, the pupils may occasionally choose a subject and write upon it at home.

A subject, with topics, should be assigned several days before the time for writing upon it in school, and the children should be encouraged and directed how to investigate and think about it. Purely impromptu composition is not very desirable.

Topics suggested by the text-books, especially Geography, will furnish excellent subjects for writing, and, when rightly handled, will broaden the study of the children, and take it out of text-book ruts.

Descriptions of imaginary journeys, and biographical sketches to a limited extent, will be very profitable.

11.

Letter-writing and business forms.

An excellent practice will be to tell the children two or three days beforehand that the next letter will be written from New York, Rome, Paris, or some other interesting place. They will seek information in regard to the subject mentioned, and thus two objects will be promoted.

Instruction should be given in writing letters

of application for business situations, and in writing answers to advertisements regarding such situations.

Instruction should also be given in making out bills and receipting them, and in writing receipts for money.

12.

Teach pupils to avoid the use of *balance* for *remainder*. **The *balance* of the evening was devoted to amusement.**

To use correctly the word *clever*. It should never be used in the sense of good-natured.

To use the term *die of disease* instead of *die with*.

To use *between* when referring to two, and *among* when referring to more than two.

To avoid the use of *any* for *at all*. **One can not see *any* with his eyes closed.**

To use *station* instead of *depot* when referring to railroads.

Use of *shall* and *will*, and of *may* and *can*. (Give no rule.)

Review similar topics in preceding grades.

13.

Abbreviations.

Acct., Hon., Gov., Pres., Co., Jr. or Jun., Sr. or Sen., Maj., Lieut., M. D., Messrs., Prof., Dea., Supt., U. S. N., U. S. S.

Similar topics in preceding grades.

14.

General Exercises.

There should be an hour set apart as often as once each week for the reading of compositions and selections, and for recitations. Selections for reading or recitation should never be presented without the previous approval of the teacher.

See Note C.

15.

The various topics of the previous grades must be kept in review.

SIXTH YEAR OR GRADE.

1.

Elementary sounds.

Classification into vocals, subvocals, and aspirates.

Analysis of simple words into elementary sounds and classification of the sounds, with reasons therefor.

Definitions of terms used.

2.

Letters.

Classification into vowels and consonants.

Make clear distinction between elementary sounds with their classification, and letters with their classification.

Diphthong and triphthong.

Definitions and illustrations of terms used.

3.

Words.

Classification of words as to number of syllables, simple and compound, primitive and derivative.

Definitions of root, prefix, and suffix.

Practice upon forming derivative from primitive words, with definitions of words so formed, and their roots, in order to show the changes in meaning.

Ask for definitions of short lists of words formed from the same foreign root, as : dispose, suppose, propose, compose; subscribe, describe, inscribe, superscribe, etc. This will call for very keen discrimination on the part of the pupils.

It will not be profitable in this class of words to pay much attention to the meaning of the separate parts, as the meaning of the word itself will very likely not conform to the meaning of the parts. Such study can be pursued to advantage only when the foreign language is fairly understood.

Definitions of all terms used.

4.

Parts of speech.

Show that this is a classification of words, and how it is made.

Definition of *part of speech* and of each of the classes.

5.

The Noun.

Exclude nouns in apposition, nominative absolute, nominative independent, and nominative by pleonasm.

The predicate nominative should be confined to its use with the verb *be*.

Parsing to be confined to sentences analyzed.

No rules are to be required in parsing in this grade.

6.

The personal pronoun.

The same limitations in construction as applied to nouns.

In the definition for declension, show clearly what is meant. Use the terms "vary" and "decline" as interchangeable.

Correction with reasons, of such false syntax as comes under this topic.

Parsing confined to sentences analyzed.

7.

The adjective.

Classification into limiting and qualifying. No classification of limiting adjectives.

Definition and manner of comparison. Use of the adjective with the verb to form the predicate, and the designation of such as "predicate adjective."

Parsing confined to sentences analyzed.

8.

The verb.

Confine the instruction to the tenses of the indicative and potential modes.

Classification into regular and irregular, transitive and intransitive.

Principal parts, voice, modes used, and tense.

Definitions of all terms used.

Apply in sentences analyzed.

9.

The adverb.

Use, classification, and comparison.

Apply in sentences analyzed.

10.

The preposition.

The construction of those in common use as found in sentences analyzed.

11.

The conjunction.

The instruction in this grade would better be confined to the co-ordinate conjunctions *and*, *but*, *or*, and *nor*. Teach the meaning of the word co-ordinate, and show why it is applied. Let the words mentioned be always designated "co-ordinate conjunctions."

Subordinate connectives are difficult to understand. The topic should not be undertaken until the different classes of connectives can be thoroughly comprehended and easily distinguished.

12.

The interjection.

To name it as a part of speech is all that should be required.

13.

Analysis and synthesis of simple sentences.

The analysis should consist of classifying the sentence, naming subject and predicate, and naming and classifying their word and phrase modifiers. Only prepositional phrases should be used.

Imperative sentences should be omitted.

Provided an analysis is plain and comprehensive, its chief excellence is *brevity*.

Nearly all grammarians have pet terms, and pet forms, for analysis. In many cases these are the only distinguishing features of their books. Some have rested their claim to distinction only upon that most superficial of all grammatical humbugs, the diagram.

A teacher who has common sense may safely discard all these peculiarities, and teach a plain, straightforward analysis, that may be understood by the pupils taught in any other school.

Suppose this sentence is to be analyzed :

Any boy of well-known integrity will certainly meet no great trouble in obtaining employment.

Simple, declarative.

Subject, *boy*, modified by the adjective, *any*, and the adjective phrase, *of well-known integrity*.

Predicate, *will have*, modified by the adverb,

certainly, the object, *trouble*, and the adverbial phrase, *in obtaining employment*. Trouble is modified by the adjectives *no* and *great*.

This disposes of all the elements and shows their relation to each other. Anything further is useless verbiage, unless some particular construction needs attention.

14.

Corrections of false syntax.

Whenever the instruction thus far given warrants it, reasons should be given for corrections made. The sentences for correction may be given by the teacher, or by the pupils to each other.

15.

Use of dictionary, pronunciation and use of lists of words as indicated in preceding grades.

16.

Use and orthography of the following words, and review of similar words in preceding grades.

ascent assent

bad bade

beer bier

berth birth

candid candied

ceiling sealing

cite sight site

coat cote

council counsel

crews cruise

crewel cruel

cymbal symbol

Dane deign

die dye

dire dyer

done dun

dost dust

draft draught

dyeing dying

ewes use yews

| | |
|---------------------|-----------------------|
| feat feet | might mite |
| finer find | moat mote |
| foul fowl | ode owed |
| franc frank | paired pared |
| frays phrase | peal peel |
| gilt guilt | plough plow |
| gored gourd | principal principle |
| hail hale | rice rise (noun) |
| holy wholly | rung wrung |
| innocence innocents | rye wry |
| lade laid | seer sere |
| lacks lax | stationary stationery |
| leak leek | tare tear |
| mantel mantle | throes throws |
| medal meddle | vary very |
| meer mere | vial vile viol phial |
| mews muse | vice vise |

17.

Topics 10, 11, and 12, of Fifth Grade, should be practiced and extended.

These should be considered topics of this grade as much as if reprinted in full.

Add the writing of promissory notes, and give instruction as to transferring them. Other business forms mentioned in Fifth Grade should be kept in practice.

See Notes C, D, and E.

18.

Teach pupils to avoid the use of *if* for *whether*.
I don't know if he has finished or not.

To avoid the absurd use of *nicely*.

**How are you? or, How is your health?
Nicely, thank you.**

To know the different parts of speech of the word *only* when used in different positions in the same sentence, and the differences in meaning.

The expressions : *The house is building, Corn is selling, Not much is doing*, etc., are correct. It does not follow, however, that the passive forms are incorrect.

Thoroughly review all similar topics in preceding grades.

19.

Abbreviations.

Atty., Anon., Cr., D. D., Do., N. B., Inst., Prox., Ult., Via, Viz., C. O. D., Vol., Dict.

Names of denominate numbers.

Similar topics in preceding grades.

SEVENTH YEAR OR GRADE.

1.

Analysis, synthesis, and parsing.

No definite limit can be assigned as to the difficulty of the sentences. This may be modified by the fact that there is to be another year's work in the same subject.

Teach the application of the rules of construction, both in parsing and in correcting false syntax; but to require the repetition of a rule or of

definitions for every word that is parsed is worse than nonsense.

For the latter half of the grade, to name the parts of speech and give the syntax of the words is sufficient in parsing. This may be called "syntactical parsing."

Sentences should be considered properly analyzed when they have been classified, separated into word, phrase, and clause elements, and the relation of the elements shown. (See Sixth Grade.)

In any construction which is figurative or at all obscure, the first thing in recitation should be to ascertain whether the pupils understand the meaning of the author, and this study is more important than that of analysis. The latter without the former is simply groping in the dark.

Paraphrasing poetry or poetical language is an excellent practice.

2.

Same as Topic 17 of Sixth Grade.

Add the writing and answering of notes of invitation.

See Notes C, D, and E.

3.

Carefully review Topic 18, Sixth Grade, and all similar topics in preceding grades.

4.

Pronunciation and use of lists of common words liable to mispronunciation.

By the aid of hand-books prepared for the pur-

pose, lists of words may be selected without special labor on the part of the teacher. A little memorandum-book should be at hand, and a list of words made, as their use in the school-room suggests them.

This exercise will be a great incentive to individual investigation and discrimination in the use of words.

See Note B.

5.

Use and orthography of the following words, and review of similar lists in preceding grades.

| | | | |
|------------|----------|---------|---------|
| abbe | abbey | cypress | Cyprus |
| bail | bale | deviser | divisor |
| bark | barque | doe | dough |
| barren | baron | ferrule | ferule |
| barrenness | baroness | fort | forte |
| bay | bey | gild | guild |
| bolder | bowl | kill | kiln |
| breach | breech | knave | nave |
| broach | brooch | liar | lyre |
| cannon | canon | main | mane |
| canvas | canvass | Maine | |
| cast | caste | maize | maze |
| cede | seed | marshal | martial |
| ceil | seal | marten | martin |
| chased | chaste | mean | mien |
| chord | cord | meat | meet |
| clause | claws | mete | |
| coward | cowered | metal | mettle |
| cousin | cozen | mold | mould |
| | | peer | pier |
| | | pole | poll |

| | | | |
|--------|--------|--------|-------|
| reek | wreak | tacked | tact |
| rest | wrest | taper | tapir |
| roe | row | team | teem |
| rough | ruff | tear | tier |
| rout | route | tide | tied |
| sailer | sailor | tire | Tyre |
| sane | Seine | wain | wane |
| serf | surf | waive | wave |

6.

Abbreviations.

A. C. or B. C., e. g., A. B. or B. A., i. e., Pro
tem., Rt. Rev., Rt. Hon., Incog., Sec., Dep.,
Dept., Del. (He drew it.)

Similar topics in preceding grades.

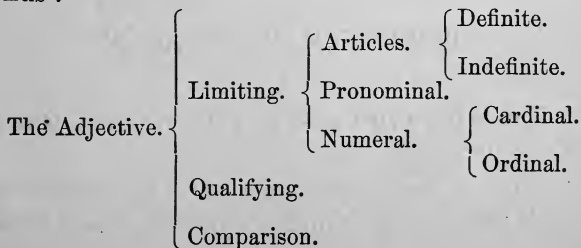
7.

Topic recitations.

The subject of Grammar is less available for topic
recitation than are most other branches of study.

One means of such recitation is here indicated.

A pupil may step to the blackboard, announce
and define his topic, and, as he classifies, defines
and illustrates the use of different classes, make a
diagram upon the board to illustrate his subject.
Thus :



The subject is first announced, the definition given and illustrated, and then the word written upon the board.

Adjectives are divided into two general classes—limiting and qualifying. Each class should be defined, illustrated in a sentence, and then the words written upon the board.

Limiting adjectives are divided into three classes.

After the classes are defined and illustrated, the words should be written on the board as before, and so on until the subject is finished. The criticisms of the class will then be in order.

The same may be given without the use of the blackboard.

A pupil may take his place at the board and call upon his fellow-pupils to furnish definitions, classifications, or illustrations in sentences as he shall designate, and he write the diagram upon the board as material is furnished ; or, he may write the diagram, calling upon other pupils to tell whatever there is to say about any one word which he writes, etc.

EIGHTH YEAR OR GRADE.

1.

Analysis, synthesis, and parsing of all constructions.

Do not dwell upon matters with which the pupils are perfectly familiar, and let them thresh

over old straw which has not a particle of grain in it.

With a class in this grade, to require every word to be parsed in any ordinary stanza or paragraph is a positive waste of time—and that is always reprehensible. (See Topic 1, Seventh Grade.)

If Grammar lessons are not as interesting to pupils as others, the teacher may be *certain* that the trouble lies with herself, and not with the subject.

Topics 2, 3, 4, and 6 of Seventh Grade are to be applied in this grade, and need not be re-written.

The whole subject is to be reviewed and completed, so far as Grammar-school work can do it.

2.

Use and orthography of the following words, and review of similar lists.

| | | | |
|------------|------------|------------|------------|
| adds | adz | days | daze |
| adherence | adherents | demean | demesne |
| allegation | alligation | exercise | exorcise |
| auger | augur | fain | fane feign |
| auricle | oracle | faint | feint |
| bight | bite | fate | fete |
| borough | burrow | filter | philter |
| censer | ensor | freeze | frieze |
| cere | sear seer | hart | heart |
| cereal | serial | impassable | impassible |
| cession | session | indict | indite |
| choler | collar | invade | inveighed |
| complement | compliment | levee | levy |
| cygnet | signet | load | lode |

| | | | | |
|---------|---------|----------|---------|--------|
| manner | manor | rheum | room | |
| palate | pallet | palette | rigger | rigor |
| peak | peek | pique | shear | sheer |
| pearl | purl | seignior | senior | |
| plait | plate | serge | surge | |
| pleas | please | sleight | slight | |
| plum | plumb | stile | style | |
| port | Porte | stoop | stoup | |
| radical | radicle | subtler | suttler | |
| raise | rays | raze | succor | sucker |
| real | reel | suite | sweet | |
| reck | wreck | thyme | time | |

3.

Abbreviations.

Ibid. or Ib., Id., I. H. S., LL. B. or B. L., LL. D., MS., MSS., Ph. D., O. S., N. S., Vs., Mlle., Mme., M. (Monsieur), MM., D. V., R. S. V. P., Et al., H. B. M., Sen., Rep.

Similar topics in preceding grades.

4.

Upon any subject with which the pupil is familiar he should be able to write intelligently and correctly. He should be able to write letters correct in form and expression, to write notes of introduction or invitation, and to answer the same, and to write correctly any ordinary business form. This is not too much as a test of written work, and the pupil who can not, in Eighth Grade, do what is indicated above, should be exceptionally stupid—at any rate so far as the English language is concerned.

NOTES.

A. Topic recitation.

As a means of cultivating easy use of language on the part of pupils, there is nothing that excels a well-conducted recitation.

With a teacher a great point is gained when she learns exactly what her business is in a recitation, and also learns strictly to mind that business.

Whenever practicable, recitations should be topical, and during the recitation of his topic a pupil should not be interfered with. Questions and criticism have their proper time, and they should come freely, especially from the pupils.

The ability to recite upon a given topic for one, two, or three minutes, in well-chosen language, without memorizing the text, is invaluable. Sometimes the text should be amplified; sometimes condensed.

In order that topic recitation may be well conducted, thorough preparation for each day's work is necessary on the part of teachers. This is one reason, perhaps the main reason, why it is not generally adopted. The indolence of teachers leads

them to prefer to sit behind text-books like machines, read questions, and look for answers.

This disgraceful method, or *want* of method, is still very common, even in what are called good schools. In its use the children are not thrown upon their own resources for the use of language, but answer in single words or disjointed phrases, learned verbatim from the text-book. Sometimes whole paragraphs, or even pages, are committed to memory, and *required* word for word. Thus the pupil is made to imitate the teacher, and become another machine. It is high time that such abominable practices were ruled out of schools.

B. *Apparatus.*

While it is true that the articles that come under this head are of the greatest assistance in teaching, and that they should be supplied to every school at public expense, still, the earnest and ingenious teacher can and will supply their place.

If reference-books are not furnished, she will have to do without them, but maps, charts, geometrical solids, and even a globe, may be gotten up for the occasion. The very earnestness which will lead to procuring these things will lead to their efficient use.

Heavy manilla paper, a common marking brush and a bottle of marking ink, will furnish material for all the maps and charts needed. A common pine easel, about five feet high, securely jointed at the top, will furnish a convenient mounting for the articles mentioned. If the sheets of paper are fas-

tened at the top, they may be so turned as to show either side, or to show succeeding pages. One side of the easel may be devoted to lists of words selected for pronunciation and use in sentences, as described in the several grades. The other to outline maps, arithmetical charts, etc.

The words for the exercises in pronunciation should be carefully selected, first from words within the vocabulary of the children, then from their text-books and other sources. Most teachers will find that this exercise is a dangerous one without special preparation on their own part, for the dictionary will furnish constant surprises in the pronunciation of hundreds of very common words.

By having the words selected and arranged in lessons, a great deal may be accomplished in a very short time. Each lesson or group should contain not more than four, five, or six words, according to the age of the pupils.

The using of words in sentences in order to show the child's knowledge of their meaning is much better than giving definitions, especially in the primary grades. In fact, the practice of defining words, as usually conducted in these grades, amounts to little else than a burlesque.

C. Selections for general exercises.

The selections for reading or recitation should be only such as have been approved by the teacher. The tendency with children is to look for something humorous. While this is permissible for

occasional exercises, if carried to excess very poor results will follow.

The taste of children may be controlled and gradually led to seek such selections as will elevate and strengthen character. This will require literary research on the part of the teacher, than which nothing, certainly, can be of greater benefit, both to herself and to her pupils.

In the primary grades, the committing of single sentences or stanzas containing especially beautiful thoughts, or of short selections for concert recitation, is a most excellent practice. A store of such selections should be gathered, so that something may be called for every day.

D. General exercises.

These exercises, as to frequency and arrangement, must be regulated for the wants of each school. They should be dignified in character, and carefully arranged, so that pupils will respect as well as enjoy them.

They should not become tiresome through too great length, either as a whole or as to parts.

The recitation, in a clear voice, of a short sentiment by each pupil of the class, or of a certain section of it, makes a very pleasant feature of such exercises.

As often as once each month selections and quotations may be made, as largely as possible, from the works of a certain author. His life and longer works may furnish the subjects of essays. A general discussion of the author and his writings may

follow. This will prove exceedingly interesting and profitable.

An hour each week, for which careful preparation has been made, given to essays, readings, recitations, discussions, sentiments, and singing, may be made the pleasantest hour of the week to both pupils and teacher.

E. Sight reading.

It will not be necessary to discuss the importance of presenting fresh reading matter to pupils. The need of it is felt by all teachers, especially by those teaching primary schools. Before finishing their reading-books, three fourths of the pupils in these grades can repeat any of the lessons verbatim, if the first half dozen words are given them as a starter.

Pupils in the First Grade should be taught to read script, and then the blackboard and crayon will furnish means for an inexhaustible supply of fresh reading matter. Printing upon the board is a waste of time, and teaching children to print is a worse one. They can learn to write in the same time that the printing requires. New words should be carefully added to their reading lessons, and each word that is presented should be learned as a unit and not as a combination of letters or sounds.

A fresh lesson may be furnished every day, or twice a day, not of new words, but new combinations of those that are somewhat familiar, always woven into sentences or stories that will interest the children.

The lesson may be written while the children are grouped around the teacher, striving to read as fast as she writes. This will arouse great eagerness.

For other grades two or three different books or sets of books may be obtained by almost any teacher. Three of a kind will answer very nicely. Two of them may be in the hands of pupils, and so passed from one to another as to waste no time.

After reading a part of the lesson, the pupil may repeat the substance of what he has read, or others may repeat what they have heard. No difficulty will be experienced in securing attention.

If no better plan is practicable, one book or paper may be made to answer the purpose, and certainly anybody can secure that. Geographies, when well written, may well be used as reading books.

Interesting paragraphs may be cut from newspapers, and these handed to different members of the class, both for a reading and language exercise.

At all events, sight reading should occur once or twice each week. Besides teaching reading, it will banish the humdrum from the school-room.

F. Cultivating literary taste.

When a child can read fluently and intelligently at sight, the teacher's work with him, so far as the *manner* of his reading is concerned, may be considered pretty well done. It is not at all necessary for the school-teacher to try to fit him for public reading, nor for the stage.

The question as to *what* the child shall read is

one of the greatest importance, and, strange to say, it is one that receives but very little attention, either in school or out of it.

The reasons why parents do not guide and control in this matter arise from various causes ; ignorance, want of interest, want of time (imaginary but potent), and want of literary training or taste.

To be sure, no outline of study calls for attention to this subject from the teacher ; but it is one of such interest and importance that no true teacher, after once having thought seriously of the matter, can shirk its responsibilities.

The minds of children crave food as eagerly as do their bodies. If left to themselves they will seek that which excites their emotions only ; but which will be as unwholesome for mental nutriment as would be a diet of sweetmeats for bodily nourishment.

This subject should receive the earnest attention of all teachers, certainly of grammar grades. Each teacher should study and think about it, and make lists of books and periodicals which can be conscientiously recommended to children. Parents in general will be very glad of such assistance, and in many cases will cheerfully procure the books recommended.

Of course, there are many standard books which may be chosen on account of their reputation, but there should be no doubt about the fitness of any book on the list. A short list of which the teacher is certain will be much better than a long one of which she has any doubt.

Perhaps no more valuable plan can be devised than that lately so successfully tried and adopted in the Wells School of Boston. Copies enough of the same book are obtained so that each pupil of the class is supplied. On a given evening, once a week, instead of studying the regular lessons, all are expected to read a certain portion of the book. The next day it is discussed in class, and extracts are read in illustration. This forms a most interesting literary exercise. As a language exercise its beneficial effects are remarkable.

The books for the trial were given by a public-spirited citizen. As yet, the public library does not furnish books for this purpose. Any library certainly could not do a nobler work.

Fortunately, the cheap publications of the present day place it within the power of any teacher of a sufficiently advanced grade to try the experiment. Excellent books for the purpose may be found in the Franklin Square or Seaside Library, and obtained for ten or fifteen cents each. Any pupils would be glad to buy them, provided the subject is presented in the proper manner.

Keeping a record of the books read by pupils will stimulate and control the habit of reading. The mere idea of reporting to his teacher will often deter a pupil from reading trashy books. In condemning any book the teacher should make the pupil understand the reason of its hurtfulness.

One plan is for the teacher to have a blank-book, in which each pupil shall have a space for each month. At the end of the month the pupil

may hand in a written list of the books he has read, together with the names of their authors.

These may be recorded in the book referred to by one of the pupils. The teacher should look over the list, and give or withhold her approval of the books, as the case requires. As often as once each quarter the result of each pupil's reading may be announced.

In this way much lasting good will be accomplished. The dangerous classes in the community are not the readers of good books.

A teacher's aim should be to study, not how little work and responsibility the letter of the law may demand, but how she can be of the greatest benefit to the children under her charge, both as to their advancement in learning while there, and also as to the formation of habits which will promote the happiness and usefulness of their whole lives.

UNGRADED SCHOOLS.

The question of presenting language-lessons in ungraded schools is, in many cases, a difficult one, on account of the numerous demands upon the time of the teacher. But, of all poor excuses offered for neglected work, the "want of time" is the poorest ever invented. Time and means are never lacking with an indomitable will.

There is a multiplicity of classes, to be sure—greater than is necessary or profitable—in most

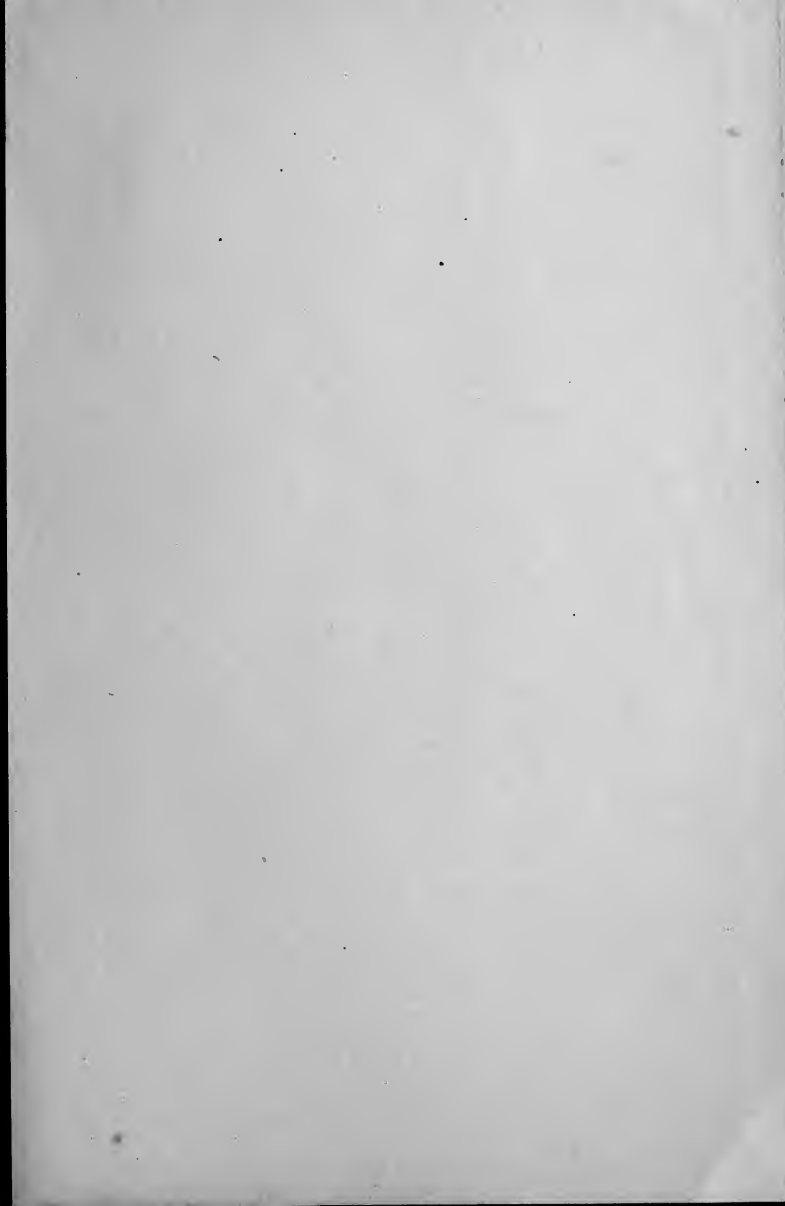
cases. But, take the classes as they are, they are usually small, and in the summer-time very small ; so that the children may receive much more individual attention than in the large graded schools of the towns. The freshness and earnestness of these young country lives make the work of a competent teacher peculiarly effective.

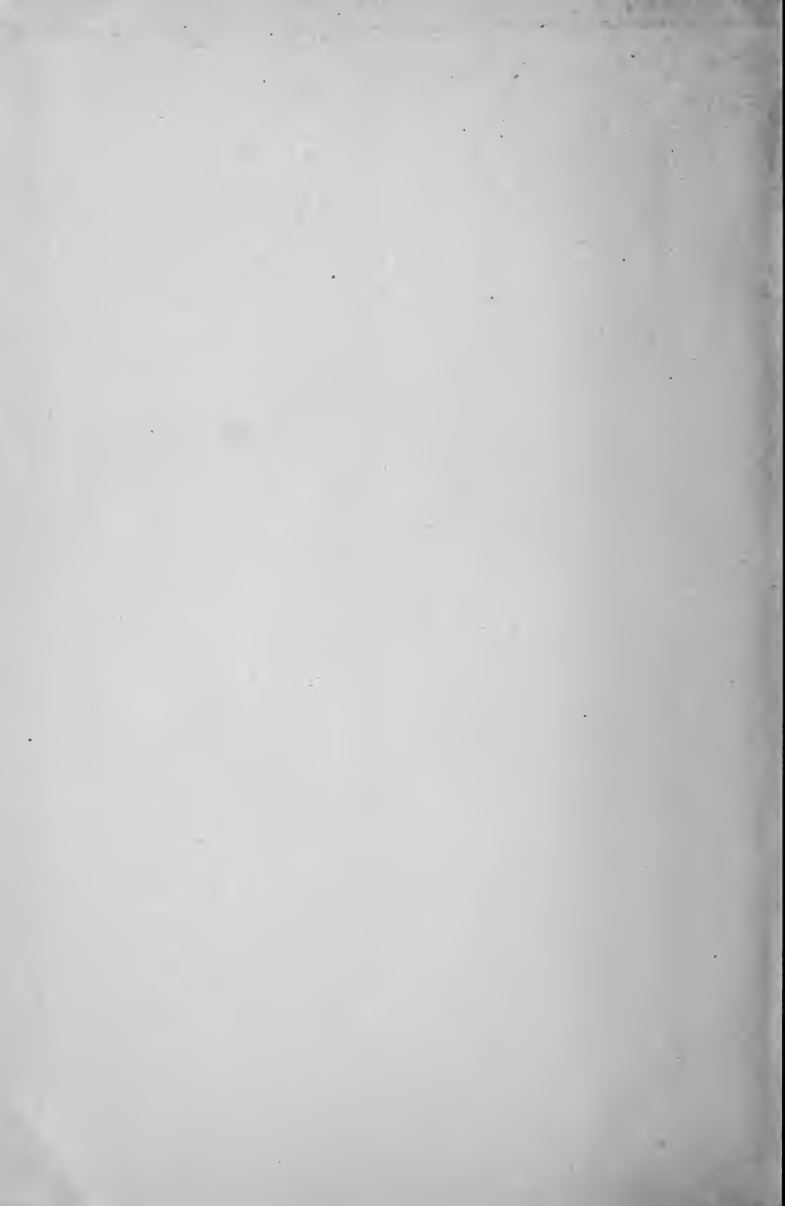
Especially the summer term then, when the teacher's attention is almost entirely given to the smaller children of the neighborhood, is the time for language-lessons, and upon the topics laid down in this course of instruction. The teacher may choose from them as her judgment directs, but technical Grammar and the text-book will be of very questionable utility ; in fact, they are in most cases a hindrance.

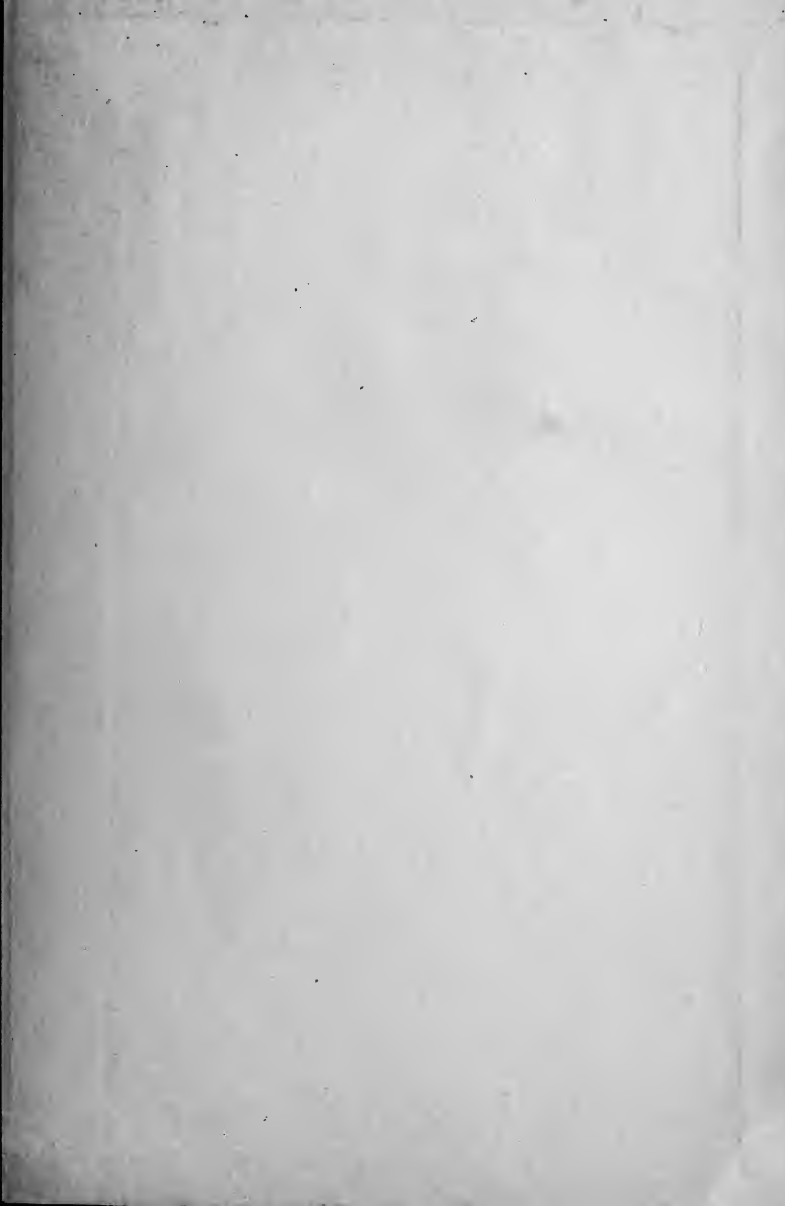
The school, which will rarely exceed fifteen or twenty pupils in average attendance, may be divided into two classes or forms, and each receive a half hour's instruction each day.

No alarm need be felt about classifying the pupils, for the little fellows will enter into the exercises with great spirit, and catch the points presented almost as readily as the older pupils. When it comes to criticism, they will command respect by the sharpness of their thrusts.

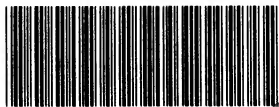
This work is confidently commended to the teachers of these schools because the author has taught them, "boarded around," and superintended them, and believes nothing would awaken greater interest, or be more profitable, than well-presented lessons in the English language.







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